



NEW
SCHOOL
SAN FRANCISCO

Family Handbook, Version 1.0

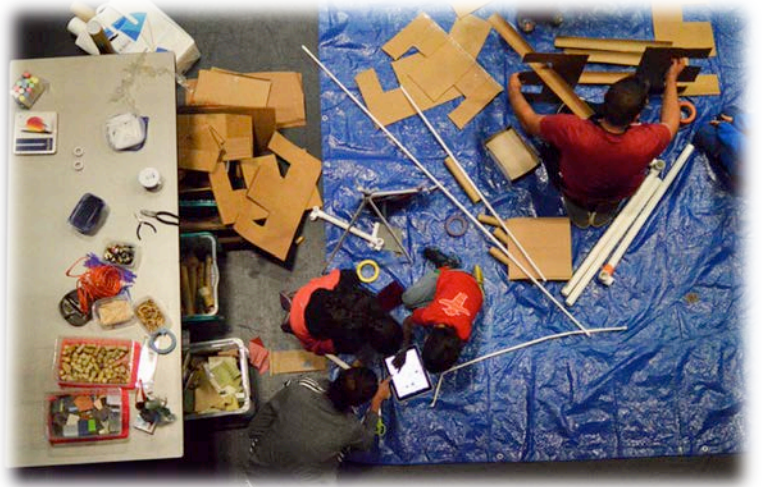
School Year 2015-2016

WELCOME!

Dear Families,

First off, welcome – once again! – to our community and to the school we are building together for students here in San Francisco. It is truthfully a bit surreal to be writing a parent handbook, knowing that what was once a vision has progressed over the last 19 months to become something real. We have eager and excited students, we have a phenomenal founding staff, we have a building in a great neighborhood, we have a curriculum centered on inquiry and equity and most importantly, we have big ideas and hopes for everyone who is a part of this journey.

We know you have – and will continue to have – many questions about the curriculum, the teaching team, the daily schedule, safety procedures and much more. This handbook is – much like the picture – a work in progress. It likely won't cover everything on your mind and there are a few reasons for that. First, we want to get you the most essential information for the first weeks of school now and will roll out the remaining sections (birthdays, field trips, etc.) in the coming weeks. Just as we expect from our students, we will learn a lot as we go and iterate or adjust our policies and practices to ensure they meet the needs of our students, families and staff. It is certain we will not get



everything perfect right away. Finally, it is important to us as a start-up school that our students and families are part of the design process of our school. As such, some of our policies are either not defined yet (i.e. will we have uniforms?) or are broad for now so that we can have the flexibility to get more specific later. Our Home & School Council, which will be formed this fall, will be an important body of our community to help us make decisions, adjust our policies and shape the direction of our school community.

Thank you for understanding that this handbook will continue to evolve and grow. And, please continue to share your thoughts and feedback with us so we can ensure your needs are met.

With great hope and excitement,
Emily & Ryan, co-founders



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WHO WE ARE



Vision

All San Francisco students receive an education that is equal to their extraordinary potential regardless of their background.

Mission

The New School of San Francisco will demonstrate a holistic 21st century education that instills a love of learning now and prepares students and families for success in the future.

Guiding Principles

These beliefs serve as the pillars for our school. They help guide our actions, reinforce what matters most, and communicate broadly who we are.

We believe every child is unique.

Each child enters the classroom with a unique set of strengths and needs. To address these, we design Individualized Learning Plans with differentiated goals and strategies, enabling each student to learn at the right pace with the right group to meet the learning objective. To become the best version of themselves, students will explore their own identities, practice empathy and learn from others.

We learn by doing.

Our student-centered approach to learning allows students to dive into their own passions, collaborate with others and apply their knowledge through hands-on experiences. Our integrated units are built around an essential question that connects all content areas and draws on the Common Core standards. Projects and learning build over time, connecting the past, present and future.

We celebrate diversity & practice equity.

We believe there are real and lasting benefits to representing varied perspectives and cultures within a school community. For this reason, we are diverse by design with a school-wide approach that reflects and actively includes the rich socio-economic, racial and ethnic backgrounds of students and families.

We build community through partnerships.

Our most significant partners will be our families. They play an active role in their child's learning, and staff will build long-term relationships to ensure students develop personally and academically. We will also establish strong relationships with local organizations so that our students engage with the city as a living classroom, our families receive supports to thrive in an ever-changing city, and we learn alongside others to iterate on and contribute to best practices in 21st century learning.

Founding Staff:



Denisse Braun,
Operations Manager
Denisse@



Hannah Caminos,
Spanish Teacher
Hannah@



Christina Cañaverl,
Director, Community
Christina@



Ryan Chapman,
Head of School
Ryan@



Chase Davenport,
Resident Teacher
Chase@



Kelley England,
Resident Teacher
Kelley@



Nicola Fleischer,
Lead Teacher
Nicola@



Emily Bobel Kilduff,
Head of School
Emily@



Chloe Lagon,
Resident Teacher
Chloe@



Shernice Lazare,
Director, Curriculum &
Instruction
Shernice@



Elizabeth Maki,
Early Childhood
Specialist
Elizabeth@



Shannon McMahon,
Lead Teacher
Shannon@



Michelle Prather,
Learning Specialist
Michelle@



Omar Rodriguez-Diaz,
Creative Arts Teacher
Omar@



Camille Spivey,
Resident Teacher
Camille@



Shawna Thompson,
Lead Teacher
Shawna@



Natalie Webb,
Lead Teacher
Natalie@

**All email addresses are: first name@newschoolsf.org*

Founding Staff Roles & Responsibilities:

Heads of School Emily Bobel & Ryan Chapman Emily@newschoolsf.org Ryan@newschoolsf.org	Our co-leadership model ensures we build and maintain a sustainable school and organization over time. Emily is focused on fundraising, programmatic work, marketing/communications, hiring and staff development, while Ryan is focused on facilities, finances, state compliance, family engagement, community work and supporting daily operations. Shared work includes board management, team culture and overall school vision and strategic planning.
Director, Community Christina Cañaverál Christina@newschoolsf.org	Christina's work encompasses community involvement and partnerships – from engaging and empowering our families, to ensuring we recruit a diverse population of students each year, to building strong partnerships in the community to support our students and families.
Director, Curriculum & Instruction Shernice Lazare Shernice@newschoolsf.org	Shernice is responsible for building and demonstrating an inquiry and integrated curriculum that meets the needs of all our students and puts them on a path towards life-long success. She manages and coaches our faculty, ensuring they, too, are growing and performing at their best.
Operations Manager Denisse Marcia Braun Denisse@newschoolsf.org	Denisse has her hands in many and all things related to the day-to-day operations of our school – from managing our lunch program to school safety, from HR processes to transportation, from attendance to welcoming you when you walk in the door.
Lead Teachers Nicola Fleischer, Shannon McMahon, Shawna Thompson & Natalie Webb	We have a co-teaching model to ensure a lower teacher-to-student ratio and to develop and grow Resident Teachers into Lead Teachers. Our Lead Teachers are responsible for the overall unit and daily classroom plans that ensure our students are set up to thrive. They design aspects of the curriculum, collaborate with the Resident Teacher to ensure each student's needs are being met, engage in peer coaching with the Resident Teacher, manage the progress of Individualized Learning Plans, and communicate regularly with parents.
Resident Teachers Chase Davenport, Kelley England, Chloe Langan & Camille Spivey	Our Residents Teachers share the responsibility of student success and lead on various parts of the curriculum. They collaborate with Lead Teachers to build curriculum, reflect on student progress and develop interventions to meet student needs. They also communicate directly with parents when needed.
Creative Arts, Teacher Omar Rodriguez Omar@newschoolsf.org	Omar is responsible for the Exploratory period of the day, when kids build their toolkit of ways to express themselves. In our first year, the focus is on visual arts, performing arts and tinkering. The curriculum is woven into and builds upon the inquiry arc, so that the arts are truly an integrated part of our program.

Founding Staff Roles & Responsibilities (continued):

Spanish, Teacher Hannah Caminos Hannah@newschoolsf.org	Hannah's curriculum combines both language instruction and an exploration of the diversity of Hispanophone culture. What students learn during this part of the day fits into the broader inquiry arc. Additionally, Hannah collaborates with all teachers to ensure Spanish is present throughout the day.
Learning Specialist Michelle Prather Michelle@newschoolsf.org	Michelle works with teachers and families to ensure that every child's individualized learning plan establishes appropriate goals and articulates differentiated strategies and supports to ensure kids are set up to thrive. She will work directly with students who need additional supports and collaborate with all teachers.
Early Childhood Specialist Elizabeth Maki Elizabeth@newschoolsf.org	Elizabeth spends about seventy-five percent of her time researching and developing the plan for our pre-school, which we hope to open in 2017. The rest of her time is devoted to supporting our educators and applying best practices school-wide, particularly in regards to child development and early childhood.
Spanish Immersion After School Program Omar Rodriguez-Diaz Omar@newschoolsf.org	Omar is leading the design of our Spanish Immersion After School Program, which will run each afternoon at New School SF and be a combination of Spanish language practice, art, play and rest (given we have long school days!).

Whom do I Reach Out to for What?

Admissions	Christina Cañaveral christina@newschoolsf.org
Advisory Network	Ryan Chapman ryan@newschoolsf.org
Attendance	Denisse Braun denisse@newschoolsf.org
After-School Care	Christina Cañaveral christina@newschoolsf.org
Allergy Concern	Christina Cañaveral christina@newschoolsf.org
Assessments	Your Teachers
Before-School Care	Denisse Braun denisse@newschoolsf.org
Board Meetings	Ryan Chapman ryan@newschoolsf.org
Bullying Concern	Your Teachers
Calendar or Schedule	Emily Bobel Kilduff emily@newschoolsf.org
Carpooling	Denisse Braun denisse@newschoolsf.org
Celebrations	Christina Cañaveral christina@newschoolsf.org
Community Partnerships	Christina Cañaveral christina@newschoolsf.org
Conferences	Your Teachers
Curriculum Design	Shernice Lazare shernice@newschoolsf.org
Donating Supplies	Emily Bobel Kilduff emily@newschoolsf.org
Drop-Off /Pick-Up	Denisse Braun denisse@newschoolsf.org
Dress Code	Christina Cañaveral christina@newschoolsf.org
Emergency Procedures	Denisse Braun denisse@newschoolsf.org
Exploratorium Partnership	Shernice Lazare shernice@newschoolsf.org
Creative Arts	Omar Rodriguez omar@newschoolsf.org
Facilities	Ryan Chapman ryan@newschoolsf.org
Field Trips	Your Teachers
Fundraising	Emily Bobel Kilduff emily@newschoolsf.org

Health & Wellness	Christina Cañaveral christina@newschoolsf.org
Home & School Council	Christina Cañaveral christina@newschoolsf.org
Hiring	Emily Bobel Kilduff emily@newschoolsf.org
Homework	Your Teachers
IEPs	Michelle Prather michelle@newschoolsf.org
Individualized Learning Plans	Your Teachers
Language Development	Michelle Prather michelle@newschoolsf.org
Lunch Program	Denisse Braun denisse@newschoolsf.org
Middle School Design	Emily & Ryan, Heads of School
Newsletters	Christina Cañaveral christina@newschoolsf.org
Pop-Up Schools	Shernice Lazare shernice@newschoolsf.org
Physical Education	Your Teachers
Pre-School Design	Elizabeth Maki elizabeth@newschoolsf.org
Press	Emily Bobel Kilduff emily@newschoolsf.org
Safety	Christina Cañaveral christina@newschoolsf.org
Spanish Language Program	Hannah Caminos hannah@newschoolsf.org
Immersion After School	Omar Rodriguez omar@newschoolsf.org
Special Learning Needs	Michelle Prather michelle@newschoolsf.org
Social Media	Christina Cañaveral christina@newschoolsf.org
State Compliance	Ryan Chapman ryan@newschoolsf.org
Transportation	Ryan Chapman ryan@newschoolsf.org
Volunteering	Christina Cañaveral christina@newschoolsf.org
Visitors to the School	Denisse Braun denisse@newschoolsf.org
Website	Emily Bobel Kilduff emily@newschoolsf.org

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EDUCATIONAL MODEL

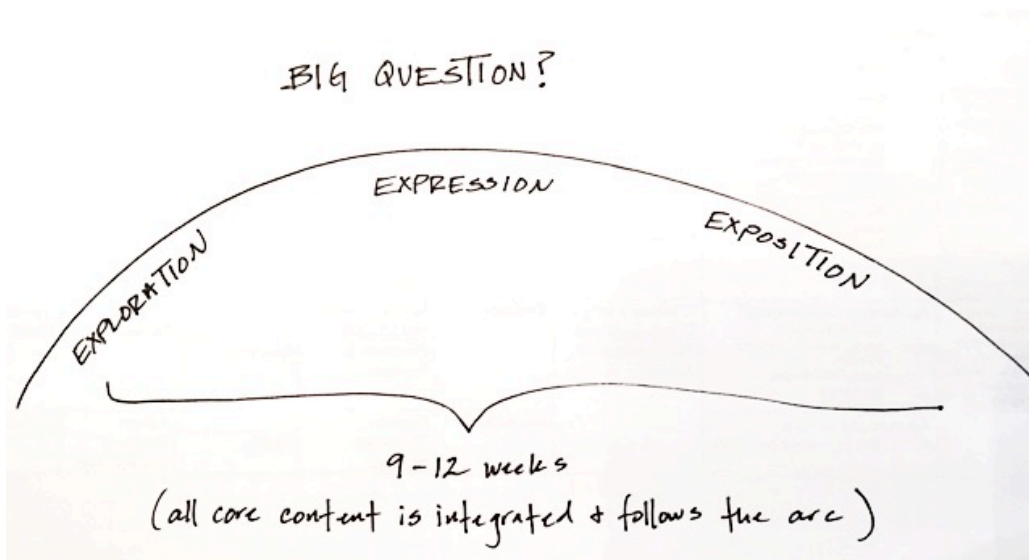
What is Inquiry?

“Education is not preparation for life; but life itself.” – John Dewey

Inquiry is at the heart of New School SF teaching and learning. It is integrated into all parts of the curriculum, from science and social studies to literacy and math. We see inquiry as an approach that fosters our guiding principles and supports our mission and vision.

Our inquiry approach has clear and defined learning outcomes, aligned with Common Core and Next Generation Science Standards and the Civic, Career and College Framework, which require teacher planning. However, the inquiry process is driven by student choice and voice and strongly supports educators to implement these ideas, questions and solutions into the learning progression.

The inquiry arc involves three main stages:



Exploratory

Exploratory is the initial period of inquiry and investigation of concepts. Students wonder, notice, ask questions, make predictions, test hypotheses and generally become immersed in the inquiry process.

Expression

As the inquiry progresses, students use a variety of resources to collect and record data, represent and explain results, and dig deeper to make meaning of the inquiry.

Exposition

This final stage of inquiry provides a showcase for learning. Students use a variety of mediums and materials to apply their newfound learning, skills and strategies to share with a wider audience, solve a problem or take action.

Literacy

Utilizing the Common Core State Standards and Lucy Calkin's Readers & Writers Workshop as guides we will have a balanced literacy approach that integrates reading, writing, listening and speaking standards into Inquiry Arcs. Therefore, literacy will be addressed explicitly during literacy blocks and in an ongoing fashion through all subject areas. Reading instruction will include intentional development of decoding, fluency, comprehension strategies and analytic skills – all of which contribute to robust literacy skills for all children. Additionally, students will be exposed to a variety of genres and increasingly complex text over the course of their academic trajectories. We will utilize multiple diagnostic measures to understand each student's strengths and areas for growth, and this data will enable teachers to personalize learning for each student. Most importantly, the literacy program will be designed to instill a love of reading in students.

Teachers will guide students through the writing process of pre-writing, drafting, editing and publication as well as word work focused on phonemic awareness, phonics, spelling, grammar, and vocabulary. We will support students to write – both for communicating academic content and learning, as well for personal expression and reflection. Students will have opportunities to write across genres through Inquiry Arcs broadly, and in writer's workshop, writing will not only focus on skill development and the technical aspects, it will also be a vehicle for student voice and expression. Students will be encouraged to write about their own interests and be creative.

Math

Mathematics and quantitative reasoning skills will be central at the New School of SF. At all grade levels, students will participate in engaging, inquiry-based, hands-on math experiences that require critical thinking, problem-solving, and conceptual understanding. We will hold high expectations for all students in math development, and will provide ample support for students to reach these expectations. California's Common Core Content and Practice Standards along with Cognitively Guided Instruction will provide the foundation for work in math.

Our math program will be cohesive and incorporate all areas of mathematical proficiency such as fluency, conceptual understanding, adaptive reasoning, strategic competence and most importantly, a positive attitude and a mathematical identity. It will provide frequent opportunities for the use of academic language. Hands-on activities in the classroom, as well as in the Tinkering Studio at the Exploratorium, will help students appreciate the connections between math concepts and the world around them, and provide an opportunity to practice "math talk" in authentic settings. Similarly, math will be applied in various ways through Inquiry Arcs. In these Arcs, students will explore complex problems that require the use of quantitative reasoning and collaborative problem-solving skills.

Science

Our science program will emphasize inquiry, curiosity, collaboration, and scientific literacy. Throughout their years at New School, students will engage deeply in scientific practice, developing a complex understanding of core ideas, familiarity with cross-cutting concepts, and vital critical thinking skills.

The program will be guided by the Next Generation Science Standards: A Framework for K-12 Science Education: Practices, Crosscutting Concepts, as well as additional science and engineering resources such as Full Option Science System (FOSS) kits – an interactive science program. Throughout the science curriculum, students will move through the inquiry process by asking questions, using tools, developing models, carrying out investigations, analyzing and interpreting data, developing evidence-based arguments and using skills such as reading, writing, and math to explore science concepts.

Social Studies

The Social Studies curriculum will build students' understanding of themselves and the world around them. Using the inquiry arc, the social studies curriculum will naturally build upon students' prior knowledge and experience, and it will honor and celebrate their diverse backgrounds and cultures. The Civic, Career and College (C3) Framework and CA Social Studies Grade level Standards will provide a foundation for student learning. The curriculum will include four main social science disciplines, including 1) History, 2) Geography, 3) Civics, and 4) Economics. Students will learn to distinguish fact from opinion, connect cause and effect, and examine history through a variety of lenses and perspectives.

Physical Education

Physical education (PE) is critical for student learning, and for maintaining one's personal well being. The objective of the physical education program at the New School of San Francisco is for students to develop healthy life-long habits. Students will be exposed to a variety of physical movement activities that will suit diverse learning styles and skills.

We are partnering with Playworks, a wonderful organization that works to build teachers' skills in delivering PE curricula, to train all our teachers in a variety of approaches. PE will take place daily during morning break and during park time. In this time, students will develop an awareness of their bodies and understand how physical fitness and exercise can contribute to their overall happiness and wellness. For example, students may learn how physical activity can relieve stress or help with focus. PE activities will also contribute to an integrated social-emotional program as students practice habits like cooperation, fairness, teamwork, and honesty through athletics.

Creative Arts

Exploratories in visual arts, music, and tinkering will take place daily and provide concrete time for students to engage in creative expression. The arts provide multiple ways for students to access and interact with content and learning, and help students become well-rounded, creative thinkers. Students will be encouraged to utilize the arts to communicate their learning in core subjects, as well as a platform for personal expression.

Lessons and topics of study in Exploratories will align to Inquiry Arcs so that students see interdisciplinary connections between core subjects and the arts in everyday life. Finally, excursions will be a regular part of learning, exposing students to the vibrant artistic culture in and around San Francisco.

Spanish Program

We believe that a bilingual education will build students' skill set for college and the workforce, and through deeper learning experiences, help them engage with the wider community of San Francisco and beyond. In our first two years, all students will receive 45 minutes of Spanish Language & Culture, which is delivered as a distinct subject area. The time allocated will follow the recognized pedagogical model of Foreign Language in Elementary School (FLES) as seen in schools in San Francisco Unified School District such as Rosa Parks Elementary and Clarendon Elementary. The learning goals of the dual language program are as follows:

1. To acquire proficiency in listening and speaking Spanish
2. To acquire an understanding of and appreciation for Spanish-speaking cultures
3. To acquire 3rd grade level proficiency in Spanish reading and writing by 5th grade

In parallel with the Inquiry Arcs that guide instruction in literacy and math, Spanish unit plans will be structured around the processes of Exploration, Expression, and Exposition designed to prioritize depth of learning for students. Additionally, concepts and terms learned in Spanish will be woven into other parts of the day.

Technology

Technology skills and digital literacy are integral to any student's education in the 21st century. Students will utilize technology to bolster their creativity and innovative capacity, and progressively develop an understanding of how to use technology effectively to communicate, collaborate and conduct research. This means that students will use computers, the Internet, and other multimedia devices as learning and communication tools to better understand the world around them. Learning goals will include basic computer fluency, the creation of multimedia projects, demonstration of basic Internet research skills, and online collaborations.

Spanish Immersion After School Program

The New School of San Francisco's Spanish Immersion After School Program offers a fun, enriching, and safe environment for children. All children will begin their afternoon with playtime and snack, providing the opportunity to wind down and talk to friends and teachers. The program runs from 3:45pm – 6:00pm each day at our campus. Families are able to opt in for either 3 or 5 days per week. It is a sliding scale model to make it accessible to all families. Families can pay monthly (by the first week of the month) or annually.

The focus is on children having fun, feeling good about themselves. and caring for one another. All activities will branch off the main theme of Stories and Storytelling Around the World. Activities include music/singing, dancing, costuming/prop making, puppetry, different types of visual/performing arts, animation, games, holiday celebrations and more. The program will be an extension of our core values of community, respect, equity, inclusion, celebration of diversity, and validation of each child's unique voice, feelings and needs. Activities will occur in a full Spanish Immersion program, which helps students develop Spanish social language and use of Spanish vocabulary.

Daily Schedule

While each day will vary slightly in terms of when students attend Exploratory and Spanish, the general flow of the day will remain the same, including when kids go to the park and have lunch.

Time	Kindergarten
8:30 - 8:40a	Drop off/ School Community Time
8:40 - 9:00a	Pod Time
9:00 - 10:10a	Literacy
10:10-10:30a	Snack/ Movement
10:30 - 11:30a	Numeracy
11:30 - 12:00p	Lunch
12:00 - 12:45p	Park
12:45 - 1:30p	Exploratory
1:30 - 2:15p	Spanish
2:15 - 3:00p	Investigations
3:00 - 3:30p	Closing Pod

Time	First Grade
8:30 - 8:40a	Drop off/ School Community Time
8:40 - 9:00a	Pod Time
9:00 - 10:10a	Literacy
10:10-10:30a	Snack/ Movement
10:30 - 11:30a	Numeracy
11:30 - 12:15p	Spanish
12:15 - 12:45p	Lunch
12:45 - 1:30p	Park
1:30 - 2:15p	Investigations
2:15 - 3:00p	Exploratory
3:00 - 3:30p	Closing Pod

OUR LEARNING ENVIRONMENT

Inclusion Model

Inclusion is essential to the culture of the New School SF. Our school community is proud to embrace a variety of learning styles and outcomes based on an individual's strengths. It is our mission to meet the academic, social, and emotional needs of all students. Our educators have a shared sense of responsibility for the success of all students. To this end, educators meet students where they are at so that everyone has access to the learning environment. Inclusion fosters not only a physical presence but also meaningful participation in one's education. We collaborate with families because they are an essential part of their child's education. We provide a continuum of services with individualized supports. These supports and services are provided in a tiered system where students receive the accommodations and modifications needed to access and learn in the classroom, alongside their peers.

Co-Teaching Approach

Co-Teaching is defined as two teachers (Lead & Resident) who share the planning, organization, delivery, and assessment of instruction, as well as the physical space. (Bacharach, Heck & Dank, 2004). The Lead Teacher (LT) has greater classroom experience (approx. 8 –10 yrs.) as well as expertise in both facilitating student learning and mentoring fellow teachers. The Resident Teacher (RT) is also a licensed teacher with classroom experience (approx. 1-3 yrs.), bringing an additional set of skills, strategies, and passions to support student growth. The goal is that these two teachers work in tandem to manage the entire classroom ecosystem, as well as mentor and support one another.

At New School SF, we believe in the co-teaching model and understand its importance not only for differentiating and meeting all student needs, but also bringing out the best in teachers!

Social Emotional Learning (SEL)

In attending to the whole child, The New School of San Francisco will incorporate social emotional development into all aspects of teaching and programming. We view social emotional learning (SEL) as the process of identifying and applying skills to know oneself, setting and working towards goals, empathizing, building positive relationships, engaging in conversations about diversity and inclusiveness, and making responsible decisions.

SEL is a focus at every grade level and a primary component of teacher development. We recognize that social emotional learning cannot be taught and exercised in bursts, but must be demonstrated and practiced continuously. The majority of explicit SEL instruction will take place through activities, individual and group conversations, and verbal transparency in Pod Time; however, SEL is also a mindset that all staff will be committed to modeling in every interaction: in the classroom, amongst staff, and in family and community relationships.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has created a framework that will be useful for the New School of San Francisco to build a common language around SEL guiding principles. Because SEL is unique to each child, these core competencies can be used by teachers to build their own SEL rubrics, to know what to look for in observation and narrative documentation about students' personal growth, and to evaluate school wide SEL programs and evaluation methods.

Social and Emotional Learning Core Competencies:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Restorative Practices

A high priority for our first year of the New School of San Francisco will be to build a strong school community, one of our core values. A robust, authentic community is essential in creating an emotionally and physically safe environment where learning can flourish. To that end, we will be implementing Restorative Practices: tools and vocabulary that staff, students and families can use to build and repair relationships. From our SEL perspective, Restorative Practices play a key role in establishing common language and strategies that aid in the growth of our students social-emotional core competencies.

TRANSPORTATION TO + FROM SCHOOL

We are committed to making drop off and pick up as efficient and clear as possible for our families. Please know that what follows is just a general overview –more detailed procedures will be distributed at the summer Orientation and the week before school starts via email.

White Zone

In order to expedite drop off, we have applied for a White Zone permit for Alabama street. White zones are for passenger loading and unloading during certain hours. While our permit should be approved by the start of school; the sidewalk will not be painted in time for the opening of school. Instead we will be doing drop off and pick up on 19th St between Alabama and Florida in a temporary no-parking zone for the first few weeks of school.

Drop Off

Drop off by car

The following procedures are for either a White Zone or the temporary no-parking zone.

From 8 am to 8:30 am, we will staff the sidewalk in order to expedite the drop off process. We are also doing staggered drop-off to ensure efficiency and to ease traffic congestion. We will be assigning each family a 10-minute window for drop-off. We will begin the process of assigning 10-minute windows at Orientation.

1. Within your 10-minute window, please drive up to the White Zone and stay in your car while a New School SF staff person, helps your child get out of the car and transfers them to a teacher who will be waiting on the sidewalk.
2. You and your vehicle are only allowed to be in the White Zone while your child is getting out of the car.
3. If the White Zone is full, you must circle around the block until a spot opens up.
4. **YOU MAY NOT PARK OR LEAVE YOUR CAR UNATTENDED IN THE WHITE ZONE** from 8 to 8:30 am.
New School staff will be strictly enforcing this rule.

Drop off by foot or bike

If you are dropping off your child by foot, please walk your child to the entrance of our school (on Alabama) and check in with the staff member at the door.

Late drop off

At 8:30 am, we will stop staffing our White Zone. At this time, it is your responsibility to bring your child into the Great Room. We will be taking attendance at 8:40 am.

Bikes, scooters, helmets etc.

We will be installing a bike rack outside our school building. Please know that the New School of San Francisco cannot take responsibility for any lost or stolen bikes, scooters, or helmets. If you use our bike rack, you do so at your own risk. Space is limited inside, and therefore we cannot store any bikes, scooters, or helmets in the school.

Pick Up

School is dismissed at 3:30 pm. At that time, teachers will bring students (not attending Spanish Immersion After School) to the Great Room. In the Great Room students will be organized by mode of pick up: pick up by car, pick up by foot, and other after school program. We will have a labeling system for each child's backpack indicating their mode of pick up. As the parent, you will communicate with us how your child is being picked up each day simply by changing the color of the label in the badge affixed to your child's backpack. We are busy creating the labels and will distribute them on the first day of school.

We will only release students to adults who are authorized to pick them up. You indicated which adults are authorized to pick up during registration. We will always ask unfamiliar adults to verify their identity by showing a government-issued id. In those first few weeks, please make sure to bring your own government-issued id as our staff gets to know you.

Pick up by car

Pick Up Placards: Each family will be issued 5 pick up placards either at Orientation or on the first day of school in the morning. A pick up placard should be stored in your glove box and placed on your dashboard at pick up. Please distribute placards to all those who might be picking up your child by car: nannies, friends, grandparents, etc.

You may pick up curbside from the White Zone from 3:30 to 4:00 pm. Please place a pick up placard on your dashboard to expedite pick up. Please drive up to the White Zone and stay in your car. A New School staff person will call for your child to be escorted out to the curb. A staff person will then walk your child out from the Great Room to the curb. While this is happening, the staff person on duty will be verifying the driver's identification to make sure they are authorized to pick up the child. The staff person on duty will then help your child get into the car and buckle their safety belt. Please note that under no circumstances may you park or get out of the car in the White Zone. New School staff will be strictly enforcing this rule.

We will always ask unfamiliar adults to verify their identity by showing a government-issued ID. In those first few weeks, please make sure to bring your own government-issued ID as Denisse gets to know you.

Pick up by foot

If you are picking up by foot, please come into the Great Room to pick up your child. Please check in with the staff person supervising that group of children. The staff person will check your ID and then release your child.

Late pick up

Please know that if you have not picked up your child by 3:50 pm, we consider this a late pick up and we will be calling you to verify that someone is coming to pick up your child.

Carpooling

We encourage carpooling with other New School SF families when it makes sense for all involved. We will help facilitate connections among interested families, allowing them to figure out the specifics for themselves.

Parking

Parking is limited in our neighborhood. Please give yourself ample time for finding parking when you plan on coming into the school. During drop off and pick up you may not park in the White Zone. We appreciate that this will be very challenging when we host school-wide or class events when many families are trying to park at once. We are still looking for creative solutions and space we can borrow for parking.

BEFORE + AFTER SCHOOL

Morning Care

We are providing free morning care from 7:45 am until the start of the school day. If you are dropping your child off from 7:45am to 8:00 am, you will need to bring them all the way into the Great Room (off our main entrance on Alabama Street). Please sign your child in with Denisse. Other staff will also be helping to supervise children before the beginning of the school day.

After School Programs

In addition to our own Spanish Immersion After School Program that runs daily on campus from 3:45p – 6:00p, we are partnering with local organizations for additional after school options. Currently, we have established partnerships with The Boys & Girls Club and Project Commotion – both of which are walking distance from the school. Please be in contact with Christina (christina@newschoolsf.org) for information about our partnerships and how to enroll directly through each program. We will work with both organizations to determine the best way to get to each site after school. It will either entail one of our staff members walking kids to the organization or a staff member from the program will come to us to pick up students – this will simply depend on the number of students who enroll.

COMMUNITY HEALTH, SAFETY + WELLNESS

We strive to keep our entire community healthy and well, and to be as inclusive as possible while balancing community needs with community health. We know that for our students to reach their fullest potential, we must ensure that they are fit —physically, mentally and emotionally. We do this by providing wellness resources on campus and by connecting our families and staff to community-based resources. In this section, we will illustrate how we aim to keep our community well day-to-day, as well as address how we plan on keeping us safe in potential emergency situations.

Nutrition Program Overview

The New School SF will be partnering with Revolution Foods to provide balanced nutrition for our families. Revolution Foods has extensive experience (they serve thousands of students across the country) and a commitment to ‘real food for all’ – no artificial colors, flavors or preservatives, just healthy, fresh food. (www.revolutionfoods.com). They will be providing our breakfast and lunch. If your family is interested in buying meals everyday, a few times per month, or even once or twice per year, you will need to sign up for our food program online. The great news is that your child doesn’t need to remember to bring money to get a meal; your account will be charged online when your child eats a school meal. We will send out enrollment information the week before school starts. We highly encourage all of our families to sign up—that way if your child forgets their lunch one day, we can easily solve the problem.

We will also be participating in the National School Lunch Program, a federal program that ensures all families have access to hot meals regardless of income. If you are interested in signing up for the free and reduced lunch program, please contact Denisse, Operations Manager. We will send out enrollment forms and instructions for this program the week before school starts.

Breakfast

Breakfast will be available from 8:00 - 8:20 am, every morning in the Great Room. Breakfast will be provided by our lunch provider, so in order to get breakfast you need to sign up for Revolution Foods. Forms, information, and sign up are forthcoming.

Lunch

Lunch will be staggered, with kindergartners eating from 11:30am - 12:00pm and first graders eating from 12:15- 12:45 pm in the Great Room. You can get lunch from Revolution Foods or bring a lunch from home.

We aim to make lunch a time to build community, honor diversity, practice self-care, and be good stewards of our environment. We will establish some norms around lunchtime, some of those being: 1) we eat our own food to keep students with allergies safe; 2) we respect what others are eating; 3) we practice self-care by eating when we are hungry; and 4) we protect the environment by recycling and composting as much as possible. To that end, we would love some help—we need parent volunteers every day during lunchtime! Parents can help by:

- sitting with students and facilitating relationship-building
- teaching students to be respectful of each other’s food
- keeping students with food allergies safe
- gently encouraging students to eat
- helping students learn how to sort their consumables between recycling, compost and landfill

Food Guidelines

Our campus is peanut-free (to keep children with allergies safe), soda-free, and candy-free (to keep our children healthy). Please don’t include these foods in lunches and snacks you may send with your child. Also, as a community we encourage lunches that are as trash-free as possible, asking that recyclable and reusable containers are used whenever possible.

Allergies

We believe that a safe, inclusive and successful school environment is one that: 1) is aware of and sensitive to the issues

surrounding students' health; and 2) supports parents in the safeguarding of their child's well-being. This is particularly important for students who have severe, life-threatening allergies. To foster this environment, we will come to know our school community's health needs and implement relevant policies that reduce exposure to specific allergens.

To do this we will:

1. Include food-allergic students in school activities. To this end, the school will avoid the use of known allergens in class or school-wide projects, parties, and events where food-allergic students are present. Parents of food-allergic children will be consulted on the risks of exposure during field trips and out-of-school class activities.
2. Set up a core team of administrators, teachers, and relevant staff to work together with families and their physicians to formulate reasonable and practical allergy plans (setting out accommodations and emergency response) that will keep students included and safe. Plans will be reviewed, practiced and agreed upon annually.
3. Train a minimum of all leadership staff (x4) in Epi-Pen use.
4. Ensure that there is a staff member available who is properly trained to administer medications during the school day regardless of time or location.
5. Ensure that staff and teachers who regularly interact with a food-allergic student are aware of the allergy, can recognize symptoms, and know what to do in an emergency.
6. Ensure that classmates and their parents are aware of and sensitive to the needs of food-allergic students and help to reduce the risk of exposure.
7. Coordinate with our food service provider so that they are aware of student needs and restrictions, and that information on meals is freely accessible.
8. Make reasonable and appropriate accommodations at mealtimes, including allergy-friendly seating and designated allergen-safe food preparation areas
9. Be knowledgeable and follow applicable federal laws, state and district laws and policies including ADA, IDEA, Section 504, and FERPA.

Snacks + Water

We will provide a small snack for the first few weeks of school. Please feel free to pack your child an additional snack if you know your child needs it. Snack time will happen in the classroom and will be an opportunity not only to eat but also to stretch and have a mental break. While we will provide snack the first two weeks, we would like to explore the possibility of families volunteering to provide a small snack of fresh fruit and vegetables on a regular basis.

Children need to be drinking water throughout the day. We will have water available on campus. However, we cannot provide disposable cups, so it's important that your child bring a water bottle everyday. At the beginning of the year, we will provide every student with a water bottle; please feel free to bring that each day (and don't forget to label it!)

Smoke + Drug-free Campus

We recognize that it should go without saying that we are a drug-free and smoke-free campus. We want to take the opportunity to specify that this includes electronic cigarettes or devices and smoking outside on the sidewalk.

Emergency Guidelines

Although we hope that emergency situations never arise, we are prepared in case they do. What follows is just an overview of our emergency contingency plans – if you would like to see the entire School Safety Plan, please contact Denisse, Operations Manager to see a copy.

In case of any emergency, our protocol is to call the first emergency contact (as provided during the registration process). If we don't reach a live person, we will phone all other emergency contacts until we get through to a live person. Please know that we will only release your child to a person that is listed as an authorized emergency contact. Therefore, your authorized emergency contact will need to show a picture ID to verify their identity before we release your child to their care.

Every classroom is equipped with an emergency backpack that includes contact information for all students, among other necessary items. A 'quick guide' is also posted for reference in each classroom, covering the procedures for all emergencies.

Injuries or Accidents

Please know that all our staff are trained in CPR/First Aid. Our injury/accident protocol for incidents occurring on campus or when your child is in our care is as follows:

1. A New School staff member will call the primary contact (identified during registration) immediately to apprise you of the situation. If you cannot be reached, we will call all other emergency contacts (also provided during registration).
2. As we attempt to contact you, the first staff member to reach the injured student will administer a quick triage to determine the severity of the injury.
3. If needed, the staff person will call 911.
4. When the ambulance arrives, your child will be accompanied by a New School staff person to the closest ER – SF General, a few blocks away.
5. You will receive a written report from the New School within 24 hours of the incident.

For minor injuries or accidents, the school is equipped with ice packs and bandages. In some cases, we will call home for minor injuries or accidents. In these cases, you will also receive a copy of the written report. In general, our tendency will be to over-communicate with families as regards safety, especially as we get to know our students better.

Illness (i.e. When should my child stay home?)

A child should stay home when they have a fever (100.4 or above) or have vomited. A child should stay home until they are fever-free or have not vomited in the last 24 hours. Also, if your child is not feeling well, not eating or drinking normally, and acting generally sluggish, you may want to consider keeping them home in case it is the beginning of illness. We will call the primary contact to come pick up your child if they have a fever or have vomited. Also, if your student has a certain type of rash (one with vesicles, or one located on the child's palms), we will call you to pick up your child.

Immunizations

We follow all state laws when it comes to immunizations and we require immunization of our students as a condition of school attendance. This means that this is the last year families may obtain a medical or personal waiver exemption in lieu of getting immunizations. (Starting next year, students may only be exempted from immunizations with a medical exemption.) Before starting the first day of the school year, your family must submit either a copy of your child's completed immunization record or a medical/personal waiver exemption through the registration process. Here is a list of immunizations required by law for our K-5th graders by dosage:

- 5 DTaP (4 doses meet requirement if at least one was given on or after the 4th birthday)
- 4 Polio (3 doses meet requirement if at least one was given on or after the 4th birthday)

- 3 Hepatitis B
- 2 MMR (both on or after 1st birthday)
- 1 Varicella (a second dose is recommended)
- TB Skin test

Lice Policy

Children from all backgrounds can get lice. If we think your child has lice, a staff person will check their hair. If a lice or nit is found, we will call you to come pick up your child. Your child may come back to school once one lice treatment (chemical or otherwise) is done. However it's important to keep monitoring their hair for more lice or nits for up to a week after the initial treatment of lice. The best way to prevent your child from getting lice is to keep their personal belongings to themselves. This is especially important with jackets, hats and combs.

If we discover an incident of lice in your child's classroom, we will notify you via email within 24 hours of the exposure. For those families that do not use email, an incident report will be posted outside of the classroom.

Medical Treatments

If your child needs to take medication during the school day, you must fill out the authorization form (giving New School staff permission to administer medication) in the registration packet. As we review registration packets, we will note those students who need to take medication during the school day. Before school starts, we will contact each family and come up with a detailed individual plan for how your child will take their medication at school. We will also disseminate the information to necessary New School staff members while maintaining the confidentiality of your child. Questions regarding the authorization form and related procedures can be directed to Denisse, Operations Manager

Vision + Hearing Screening

Once a year we screen all students for hearing and vision needs in compliance with state regulations. We will notify you at least a week before any screening and will also follow up if anything arises from those screenings of your child.

SCHOOL CLIMATE + PROCUDURES

In our founding year we will be placing emphasis in co-creating our agreements and guidelines with students, families, and teachers to create a positive school climate. Our agreements will be rooted in Restorative Practices, and connected to our social emotional learning. Below are a few initial policies we anticipate are at the forefront of your mind.

Attendance

Our teachers take attendance at 8:40 am. If you arrive to school after 8:40 am, you are considered late and will have to check in with Denisse in the Great Room. It's your responsibility to ensure your child attends school every day. We follow all California Department of Education (CDE) laws in administering our attendance policy. For more specific information, please refer to <http://www.cde.ca.gov/ls/ai/tr/>.

Dress Code

The New School of San Francisco does not have a uniform policy for its 2015-2016 school year. As a community in its founding year, we will explore with families and staff whether a more formal policy is needed and/or appropriate. Our general guideline for dress is that all children feel safe, comfortable and able to learn. That said, we encourage students to wear their New School t-shirts as much as they want!

Backpacks + Personal Belongings

Our school community has both the right and the responsibility to create and maintain a safe and supportive learning environment for all. All personal belongings should be clearly labeled with your student's full name. We ask that items of great personal value (irreplaceable items) stay at home in order to avoid loss or theft.

Walking To and From the Park

We have been approved to use our neighboring parks for recess. We will walk to these parks everyday for a 45-minute outdoor period, splitting our Kinder and 1st grade students into two different sessions. On Mondays, Wednesdays and Fridays, New School will go to Jose Coronado Park (21st and Folsom) for recess. We will head South on Florida Street for two blocks. We will then turn right (west) on 21st Street and proceed four blocks. After the stop light, the park is on our right. We expect this walk to take about 10 minutes. At Jose Coronado Park there is a play structure as well as a blacktop court. There is one public restroom there.

On Tuesdays and Thursdays, New School SF will go to Franklin Square Park (16th and Bryant) for recess. We will head North on Florida Street for three blocks. We will then turn right (east) on 17th Street and proceed one block to find the park on our left. We expect this walk to be about 7 minutes. At Franklin Square Park there is a play structure as well as a synthetic turf field. Unfortunately, there is no public restroom here, so children that need to use the restroom will be escorted back to the school. We will also make sure children use the restroom during lunch, which precedes our outdoor play time.

We will be doing numerous things to ensure the safety of our students during park time: we will take attendance at departure and arrival times, children will wear safety tags, we will enlist the support of volunteers as safety escorts, New School teachers will have walkie talkies and emergency backpacks, and we will have a ratio of 2 adults to 22 students.

Toys at School

We appreciate the enthusiasm children have in bringing their toys to share with their classmates and teachers. In general the following guidelines will apply for all students (please check with your child's teacher about more specific guidelines):

- Toys brought to school should be connected to curriculum or content.
- Please keep valuable and irreplaceable items at home.
- Toys brought to school are meant to be shared.
- If your child has a transition item (blankies, lovies), they are welcome if they are small (fit in backpack) and soft. Transition items can be taken out during specific times throughout the day.
- The school will have sensory manipulatives (like balls or play-doh) on hand to help ease transition for students.
- We ask that any toy that is brought to school not promote violence or oppression.

Personal Electronic Devices

New School San Francisco values the use of technology for both learning and communication. The expectation for staff and families as regards the use of personal electronic devices is that personal communications happen during personal time, except in cases of emergency.

Bullying Policy

Please refer to our Restorative Practice guidelines for a holistic view of our approach to bullying. In general, all of our community members have the right to feel safe, respected and welcome. In turn, we have the responsibility to be safe, respect others and be welcoming.

FAMILY ENGAGEMENT

Home & School Council

One way that you can participate in The New School of San Francisco community is by joining the Home & School Council. The Home & School Council is our collaborative body of parents, staff, and Heads of School and will focus on advancing family involvement and services, school improvement, recruitment, community outreach, identifying experts, extracurricular programming, documentation, and Home & School communication and coordination. The Council will also have several committees that will need your energy and leadership.

Committees

- o During its first meeting, the Home and School council will discuss possible committees. (September 2015). Ad Hoc committees can include (but are not limited to): parent volunteering, school-wide events, parent fundraising, and educator appreciation.

Family Inquiry Arcs (RP, LCAP, CGI, Literacy)

- o Just as our students go through arcs of inquiry it is our hope that families can experience their own inquiry arcs through our family education series. Participation in our family education series will be an opportunity to learn more about different aspects of the New School San Francisco and other topics of interest and will be hosted on a regular basis. A schedule of our family education series will be available at the beginning of September and January of every school year.

Volunteering

The New School of San Francisco and its Home & School Council will promote family and community member participation in the school by providing a diverse set of opportunities to volunteer time and skills. Our goal is to foster participation, which we recognize will take different forms for different families. We also recognize that volunteering works best when educators, families and students are clear about their roles, responsibilities, and needs. Volunteering in the classroom will be scheduled with your child's teachers, giving ample time for preparation. Each classroom will communicate with families as to what their volunteer needs are.

The New School of San Francisco will have a variety of events throughout the school year that will certainly require volunteers. Events and calls for volunteers will be communicated to families with ample time to make arrangements if you

would like to help. If you are interested in any of the following please email Christina@newschoolsf.org and indicate in what capacity you would like to volunteer and the days/frequency you are available. Some immediate needs are:

- Lunch: various daily needs from distribution to sitting with students
- Park: daily need for safety escorts and support
- Afterschool: various daily positions
- Other potential opportunities
- Leading and/or participating in school committees
- Supporting field trips and/or day excursions
- Planning and participating in school-wide events or fundraisers
- Sharing expertise and passions with students
- Attending parent/guardian workshops hosted by the school

GOVERNANCE + SHARED DECISION-MAKING

The New School of San Francisco will establish and maintain three bodies to lead and advise the school. The purpose of these interrelated bodies will be to ensure the school's long-term sustainability, increase family involvement and leadership, broaden participation in decision-making, build community, and establish trust, transparency, and accountability. Together, these bodies will offer tangible ways for families to contribute meaningfully to the development of the school, yet require different and diverse sets of skills, backgrounds, commitments, and life experiences. To this effect, there will be no minimum participation rate for parent fundraising or recommended minimum number of volunteer hours per year for each family. The makeup of each body will reflect the diversity of our school.

Board of Directors	<p>Our school is led by a small and growing board deeply committed to our vision and with significant experience in education. The Board's primary responsibilities are to create, adopt and monitor a long-term strategic plan and associated budget, and to employ and evaluate the leadership of The New School of San Francisco. While there will not be a Board seat specifically reserved for parents, the Board and the School's leadership will preference suitable board candidates who are also parents. In addition, the Board may invite Home & School Council and advisory network members to join standing and/or ad hoc committees of the Board of Directors.</p> <p><u>Meeting Frequency:</u> Monthly</p> <p><u>Lead by:</u> Chair of the Board</p> <p><u>Managed by:</u> Head of School</p>
Home & School Council	<p>The Council is a collaborative body of parents, staff, and Heads of Schools responsible for promoting the educational, social-emotional, and physical well being of children and their families. The Council will focus on advancing family involvement and services, school improvement, recruitment, community outreach, seeking out experts, extracurricular programming, documentation, and Home & School communication and coordination. The Council will also be the main body for assessing, advising and implementing our community development work, including initiatives to increase effectiveness of parent communications, and involvement.</p> <p><u>Meeting Frequency:</u> Monthly (min)</p> <p><u>Lead by:</u> Council Leadership Committee headed by Co-Chairs (1 Parent and 1 Staff)</p> <p><u>Managed by:</u> Leadership Council along with Director of Community</p>
Advisory Network	<p>A network of individuals with unique skills and experiences who provide advice and guidance to the Heads of School, parents, teaching staff, and board. Areas of expertise will include 21st century learning, the arts, community organizing and development, equity and inclusion, fundraising, social-emotional learning and conflict resolution, real estate, professional development, English Language Learning best practices, technology, Special Education, after-school care, child development, and health. We will actively recruit and encourage school community members with relevant skills to join the network, including parents. Network advisors and expertise will be accessible to the Board and Home & School Council. Both bodies may invite advisors to join meetings as guests, or consult with them on an ad hoc basis. Advisors may also contribute to student inquiry projects as outside experts and mentors.</p> <p><u>Meeting Frequency:</u> Ad Hoc</p> <p><u>Lead by:</u> Chair of the Board</p> <p><u>Managed by:</u> Head of School</p>